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ABSTRACT

This guide consists of four units that explore how media are transforming politics in the United States and how citizens can become more analytical of media messages to participate more fully in democracy. Each session is complete with procedural instructions, handouts, and is tied to readings pertinent to the topic. The Awareness and Analysis modules help participants understand how the media operates and what its effects are. The Reflection and Action modules suggest how participants can recast the press as a tool of public information. Module 1, "Awareness Learning Modules," is designed to elicit and make use of participants' knowledge about the media and the effect of contemporary media on democracy. Activities include: (1) "The Democratic Model"; (2) "Polling or Public Opinion"; and (3) "News and Information: Are They Opposites?" The handout used for this module is "The Democratic Model." Module 2, "Analysis Learning Modules," analyzes common practices within the media and how they affect public information. Activities are titled: (1) "Shopping Headlines"; (2) "Photo Opportunities: PR or Politics?"; and (3) "Selling Issues." Handouts include: (1) "Shopping Headlines"; (2) "Photo Opportunities"; and (3) "Political Spots: Friend or Foe?" Module 3, "Reflection Learning Modules," suggests participants imagine a media system that better prepares the public for its role in public discussion and provides greater opportunity for public debate. Activities include: (1) "Re-imagining Democratic Media"; and (2) "The Front Lines." The handouts are entitled: (1) "Re-imagining Democratic Media"; and (2) "Designing a Media Campaign." Module 4, "Action Learning Modules," fosters involvement in media systems as activists, reformers, and media literate citizens. Activities include: (1) "Talking Back"; (2) "Telling Your Story"; (3) "Alternative Media: Show and Tell"; and (4) "Critical Media Skills." Handouts include "Opening Lines" and "Story Savvy." The guide concludes with an evaluation, follow-up ideas, and resources. (EH)

ED 408 232

CITIZENSHIP IN A MEDIA AGE

Building the Common Good
A Media Literacy Workshop Kit™

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Leader's Guide and Handout Masters

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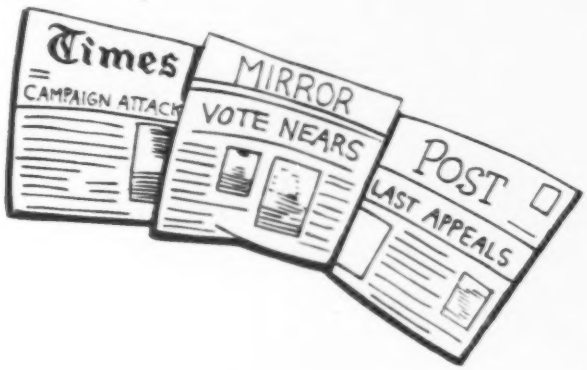

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Citizenship in a Media Age

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What You Need to Know to Lead This Workshop

Citizenship in a Media Age

The Chinese word for "crisis" is made with two characters: one means danger and the other means opportunity. In today's world, democracy is facing challenges everywhere. But the situation in the United States is particularly troubling. Public participation in democratic government is in dangerous decline, but the public's desire to participate in decisions concerning their lives has never been greater. The problem, according to a recent report of The Kettering Foundation, *Citizens and Politics: A View From Main Street America*, is that people no longer know ***how*** to participate. Developing new ways to participate and educating the public to use those communication lines is the challenge and opportunity of our future.

The public's relationship to media is the lynch pin of this crisis. After all, media is the primary channel through which the public becomes informed about issues, debates policy, and communicates its opinions to the government.

Today the media, although deluging the public with what looks like news, often fails to provide the kind of comprehensive, diverse, and integrated information essential for informed opinion. Newscasts routinely cover issues in seconds. Events whose roots go back decades or even centuries are presented without historical context. Day-to-day gossip makes better news than troubling, on-going issues like homelessness, education or AIDS. Individuals eager to participate in public life often don't know enough about an issue to take a considered stand and fear that they don't have anything to contribute to public debate. Public discussion takes place in the circus atmosphere of The Geraldo Show. As Jay Rosen notes in his essay, *The Challenge of Making Politics Work*, "When politics is portrayed as a shouting match between embittered rivals who agree on nothing, citizens are encouraged to withdraw from the scene entirely..."

> ***"Without media education a society cannot have the critically informed citizenry necessary for a functioning democracy."***
>
> **Len Masterman, *Teaching the Media***

Oftentimes, however, the print and broadcast media become an easy scapegoat for citizens who have lost sight of their role in the information process. Communication, after all, is a two-way street, a partnership in which the receiver has as much responsibility—if not always as much power—as the sender.

Public forums where the public could discuss and debate issues need to be reconstructed. From satellite-driven "town meetings of the air," to expanded newspaper information systems that provide space for public opinion, creative use of media systems can "take back" the information channels and provide media power to the people. Concerned citizens can begin with an aware attitude that includes a healthy scepticism about political advertising, a

desire to seek out alternative media and a willingness to ask hard questions of political commentators and pollsters.

Once they understand what to look for, citizens can demand that their media truly serve their needs, instead of advertisers and corporate stockholders. Newspapers can be encouraged to make space available for a broader spectrum of opinion extending beyond the reliance on "expert" commentary that implicitly disempowers citizens. Polling has replaced public opinion, but the government could learn to give a respectful hearing to public attitudes instead of sampling a few of its citizens with an eye to controlling all of them.

Citizens who want to participate in the future political life of the nation need to be media-alert, media-savvy and media active, because it is through media that much political life will take place.

Citizenship in A Media Age: Building The Common Good provides specific tools that can be used by all those attempting to mobilize media reform as a key aspect of revitalizing democracy, particularly in the United States. Spurred by the magnitude of the crisis, national political leaders from all sides of the political spectrum, media figures like Bill Moyers and Ted Koppel, as well as scholars of public life from across the country, are currently joining forces to try to address these issues and forge new links between the government and the public in an effort to build the common good. To make this movement work, the public must reassert its vision of American society and work to realize that vision.

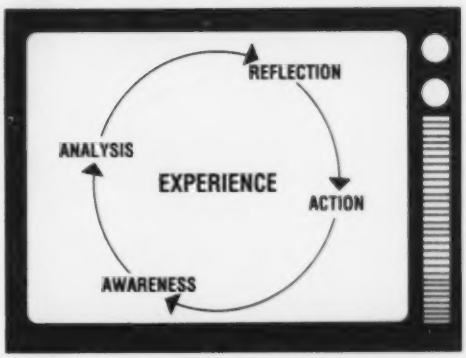
The struggle for a revitalized public sphere will be fought on many fronts: in schools, among community groups, and in the press. Schools will have to teach new citizenship skills to their students. Citizen groups will have to bring their imagination to enhancing public debate.

Media will continue to be a vital force in these efforts. Some new media like 800 numbers, talk radio, citizen video, electronic networking, and gavel-to-gavel TV coverage of public hearings have already proven their value as latter-day citizen forums. Other solutions await public ingenuity as people learn to use the electronic media. Citizens will have to put their heads together to develop more democratic ways to use the new media. Of course, re-shaping the media is not only the public's burden. The press must also rethink its responsibility to government and to the public.

Facing this yet-to-be-built future, one thing is certain. Media literacy is an essential requirement for modern-day democracy. Citizens who want to participate in the future political life of the nation need to be media-alert, media-savvy, and media-active, because it is through media that much political life will take place. Armed with a knowledge of the media, the public can work effectively towards the common good.

The Awareness, Analysis, Reflection, Action Model

The educational model used in *Citizenship in a Media Age: Building The Common Good* is based on four distinct units. The sections are designed to lead participants through a four-step process. The Awareness and Analysis modules help participants understand how the media operates and what its effects are. In the Reflection and Action sections, participants recast the press as a tool of public information.



The "A" Awareness Learning Modules are designed to elicit and make use of participants' knowledge about the media. Participants will begin to recognize the effects of contemporary media on democracy.

The "B" Analysis Learning Modules are designed to analyze common practices within the media and how they affect public information.

The "C" Reflection Learning Modules are designed to allow participants to imagine a media system that better

prepares the public for its role in public discussion and provides greater opportunity for public debate.

The "D" Action Learning Modules are designed to help participants get more involved in media systems as activists, reformers and media literate citizens.

Leading the Workshops

Most people know more about the media than they think they do. You don't need a PhD to teach about the media.

"The real question is how we can begin moving in the direction of media that truly expresses the questions people need to answer about their lives."

Frances Moore Lappé, *Media&Values*

A few hours in front of the TV set and a visit to your local newsstand or library will teach you most of what you need to know. *Rethinking Democracy: Citizenship in a Media Age* will also provide valuable reading and suggestions for additional resources if you want to do more research.

Whether you present the workshop exercises to a classroom of teenagers or a meeting room full of senior citizens, you will find that almost everyone has a lot to say. After all, we're inundated by the media. Be sure to use the expertise of your participants. Tailor discussions to their interests and encourage group members to make suggestions.

In Schools

If you will be presenting the modules in a classroom setting, be prepared for students to become unusually involved. The media is something they know better than many teachers. The workshops can be used in conjunction with a Social Studies unit. English, Theater Arts, and Communications teachers will also find the workshops useful in developing students' critical thinking skills.

None of the exercises should be too advanced for high school students. Individual learning modules have been designed to last between 15 and 50 minutes. You may want to begin with several Awareness exercises before proceeding to the Analysis modules.

Try to arrange to present the modules as a concentrated unit over a week or a few weeks in order to sustain student interest. You may want to plan using all or part of the workshop kit in conjunction with public or school elections.

Encourage students to get creatively involved. Have them collect photo opportunities from newspapers and magazines and display them on classroom walls. Spend an afternoon screening *The Candidate* or another popular film that illustrates the pressures the media bring to politics. Assign the viewing of nightly news broadcasts or political specials as homework. Bring students to local school board or city council meetings for field research. Have students air their concerns about politics and the media at school forums.

In Community Organizations

If you will be using *Citizenship in a Media Age: Building the Common Good* in a community organization, try to tie it into the regular activities of existing groups, such as church youth groups, women's centers, senior citizens' groups, the PTA, adult education programs, etc. Tailor module activities to the interests of the group.

When planning your sessions, select individual learning modules from each of the four units: Awareness, Analysis, Reflection, Action. For instance, your first workshop might begin with the Awareness exercise, *Polling or Public Opinion*. Then move to an analysis of campaign spots. Put the group's creative imagination in high gear with the Reflection exercise, *Re-imagining Democratic Media*, and conclude with one of the Action exercises.

Try to arrange to meet in the same room each session. When you request a meeting room, ask whether you can post materials inside the meeting room or elsewhere in the building. Remember, always be on the lookout for ways in which the workshop can tie into existing organizational activities such as a pre-election forum, a grassroots organizing campaign or a meeting of the League of Women Voters or the American Association of University Women (AAUW).

Wherever you will be presenting the workshop session, feel free to design additional lessons using the follow-up resources listed at the back of *Rethinking Democracy: Citizenship in a Media Age* and at the end of this leader's guide.

Reprint Permission

The purchase of *Citizenship in A Media Age: Building The Common Good* includes reprint permission for handouts in

unaltered form for those participating in the workshop sessions. Copyright must be clearly visible. Other materials may not be reproduced without permission, except by organizational members of the Center for Media and Values.

Evaluations

Evaluations are a leader's best friend. Be sure to save five to 10 minutes at the end of each workshop session to obtain feedback that will improve the effectiveness of the sessions. Evaluations will also make it apparent which concepts participants understood best.

An evaluation form is included, but your evaluation can also take the form of a frank discussion at the end of the session. Ask participants in which sections they learned most, reviewing each exercise in turn. Pause after asking the question, allowing time for participants to formulate and articulate their thoughts. Encourage them to make specific suggestions for improving the session and thank them for their feedback.

Or, on a piece of paper, ask participants to complete these two statements. "My lasting impression of this session was that..." and "The one thing I would change about this workshop is..." Comments and feedback will help you tailor future sessions and enhance your effectiveness as a workshop leader.

Finally—send news of your workshop to the Center for Media and Values. We're eager to know what you learned and who attended. Good luck!

How *Citizenship in a Media Age* Came to Be

Citizenship in a Media Age: Building the Common Good is one of a series of Media Literacy Workshop Kits™ published by the Center for Media and Values, a not-for-profit educational membership organization which empowers media users by providing critical awareness and educational resources about television and other media.

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- **Wally Bowen**, Citizens for Media Literacy, Asheville, NC
- **Kathleen Jamieson, PhD**, Dean, Annenberg School for Communication / U. of Penn.
- **Jay Rosen**, media critic and professor, New York University
- **Clay Jenkinson**, historian and Jeffersonian scholar, Reno, NV

Thanks also to the Lilly Endowment for their funding of the first *Good Society Seminar* sponsored by the Center for Ethics and Social Policy at the University of California/Berkeley in August, 1991. Conducted by Robert N. Bellah and the co-authors of *The Good Society*, the seminar provided the opportunity for Center Executive Director, **Elizabeth Thoman**, to formulate initial concepts and editorial directions for the project.

Special thanks to author **Barbara Osborn** whose political acumen and educational expertise shines forth on every page of this Leader's Guide. Barbara, who holds an MA in Communications from Hunter College/City University of New York, is a media literacy teacher and free-lance journalist in Los Angeles covering the television and film industry.

AWARENESS MODULE

A1

The Democratic Model

Objectives:

While completing this learning module, participants will:
- Review the traditional democratic model.
- List sources of information and places for public debate and evaluate them.
- Contrast the traditional model with how democracy works today.

Leader Preparation:

- Read "From Milton to Media: Information Flow in a Free Society" by Clay Jenkinson (*Rethinking Democracy*, p. 3), and "Brave New World: Rediscovering Democratic Media" by Frances Moore Lappé and Paul Martin Du Bois (*Rethinking Democracy*, p. 8).
- Make sufficient copies of Handout #1 for all participants.

Materials Needed:

- Copies of Handout #1: *The Democratic Model and the Role of the Media*.
- A blackboard or large tablet. Chalk or colored marker.
- Pens for all participants.

Required Time:

30-35 minutes

Module A1

Pass out Handout #1:

Distribute Handout #1: *The Democratic Model and the Role of The Media*. Break the class into groups of 3-4 people. Give participants several moments to look at the handout.

Make two lists:

Ask each group to compare the model with reality by making *two* lists:
1) Sources of information
2) Places for public debate

List sources: Ask each group to list all the sources of political information they can think of (newspapers, news magazines, direct mail, TV, etc.).

List places: Then ask them to list all the places they can think of where the public has a chance to debate issues (town meetings, talk radio, letters to government representatives).

With the first list, ask each group to evaluate how well each source informs the public using the terms "good," "sometimes good," and "poor." With the second list, ask the group to evaluate each source in terms of how well it provides an opportunity for public discussion.

Write two headings: Write the two headings (*Sources, Public Forums*) on the tablet or blackboard. Ask a representative from each group to come to the board and write down all their sources below the headings until they've compiled an exhaustive list. Then ask group representatives how they evaluated each source. Place a + ("very good"), an x ("sometimes good"), and a - ("poor") to the right of each *Source/Forum*. Note how each *Source/Forum* compares to others and explore disagreements in evaluations, asking individual participants to defend their evaluation.

Discussion questions:

- What type of information is necessary to generate informed public opinion?
- Is it possible for the public to develop informed opinions, or have issues become so complicated that the public must defer to experts?
- What kind of changes would each group member have to make in their personal newsgathering in order to be well-informed about issues?

AWARENESS MODULE

A2

Polling or Public Opinion

Objectives: While completing this learning module, participants will:

- Conduct a poll.
- Identify the ways in which polls limit and shape public opinion.

Leader Preparation:

- Read "Making Politics Work: Journalists and the Public Share Responsibility" by Jay Rosen (*Rethinking Democracy*, p. 12), and "Not A Bang, But A Whimper" by Wally Bowen (*Rethinking Democracy*, p. 17).

Materials Needed:

- A blackboard or large tablet.
- Colored marker or chalk.
- Paper and pens for each participant.

Required Time: 25-30 minutes

Divide group: Divide your group into an even number of teams (2, 4, 6) of 3-4 people. Each group will design a public opinion poll about a topic of public concern such as health care, the national debt, satisfaction with the current presidential administration, etc. Allot each group five minutes to develop four questions that can be answered "Yes," "No," or "Don't Know."

Pair groups off: Now ask each group to pair off with another group. Each member of each group will take turns being the pollster and the respondent. As pollsters, each member of Group A will ask a member of Group B their questions. As respondents, they will answer questions posed by Group B. When each person has had a chance to ask and answer questions participants should return to their original groups and tabulate responses.

Discussion questions: Begin discussion with the following questions:

- As respondents, did participants feel that they had an opportunity to answer questions in a way that faithfully reflected their opinions about the issue? What frustrations and difficulties did respondents have?
- As pollsters, what kinds of assumptions about the issue did they make prior to formulating their questions? By slightly rephrasing questions could pollsters have elicited different responses from respondents?
- What is sacrificed when polls replace other kinds of public opinion in political debate?

AWARENESS MODULE

A3

News and Information: Are They Opposites?

Objectives:

While completing this learning module, participants will:
- Identify their primary sources of information.
- Analyze and evaluate the political content of news coverage

Leader Preparation:

- Read "Brave New World: Rediscovering Democratic Media" by Frances Moore Lappé and Paul Martin Du Bois (*Rethinking Democracy*, p. 8).
- Record a nightly newscast.

Materials Needed:

- VCR (preferably with remote) and TV monitor. Cue the videotape to a story about a political issue.

Required Time:

30 minutes

Module A3

Get consensus:

Statistically, most people get most of their news from TV. Ask members of the group what their primary sources of information about politics are. Ask only as many people as you need to in order to get a consensus.

Watch broadcast:

Have the group watch your cued-up selection from the news broadcast you recorded.

Discussion questions:

- What did they learn about the issue reported on in the broadcast?
- Did they learn enough to form an opinion? What information would be helpful to them in order to develop a well-informed opinion about the issues discussed?
- What characteristics of TV news programs conspire against making sense of the issues?
- Did the experience of watching the news make participants feel as if they could have an impact on any of the issues raised?
- What kinds of stories and policy issues frequently get left out of the news? How does that affect public information and political debate?

[If your group will be meeting again, you may want to expand this exercise and ask members to watch nightly newscasts for one week. Assign different networks to different group members and ask them to evaluate the informational content of the week's programming.]

#1 THE DEMOCRATIC MODEL

The Democratic Model and the Role of the Media

The press informs *the public* about issues.

Town meetings and other public forums (including the media) provide places for citizens to debate and develop informed opinion.

These opinions are communicated to *government representatives* by means of elections, letters, meetings, editorials, talks shows, etc. Those representatives then debated the issues among themselves, made laws and adopted policies which in turn get analyzed and debated in the press.

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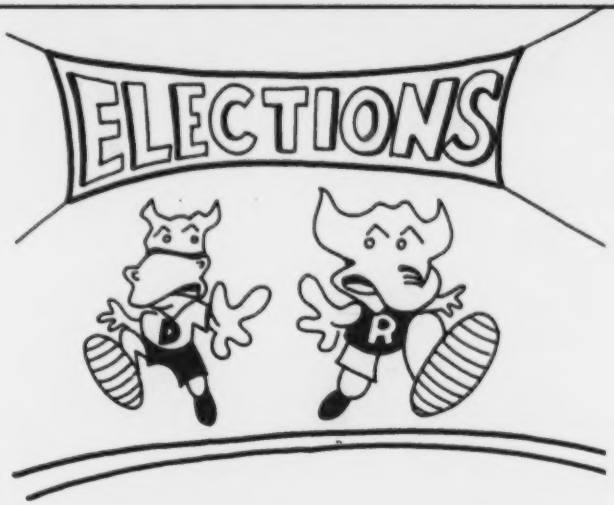
ANALYSIS MODULE

B1



Shopping Headlines

Objectives:

While completing this learning module, participants will:
- Identify their primary sources of information.
- Read a series of pre-election headlines.
- Analyze the political content of headlines.
- Identify the role the media must play in a democracy.

Leader Preparation:

- Read "Brave New World: Rediscovering Democratic Media" by Frances Moore Lappé and Paul Martin Du Bois (*Rethinking Democracy*, p. 8), and "Making Politics Work: Journalists and the Public Share Responsibility" by Jay Rosen (*Rethinking Democracy*, p. 12).
- Make sufficient copies of Handout #2: *Shopping Headlines*.

Materials Needed:

- Handout #2: *Shopping Headlines*

Required Time:

15 minutes

Module B1

Pass out Handout #2:

Distribute Handout #2: *Shopping Headlines*. Give the group several minutes to read the handout.

Note on Handout:

Then ask the group to note on their handouts:
1) Which of the headlines address candidates' positions on national policies or issues?
2) How many of the headlines reflect a "horse-race" (who's winning, who's losing) approach to the campaign?

Discussion questions:

- From the headlines, what were participants able to learn about the candidates' positions on issues facing the public?
- Newspapers have to report news every day. What do the headlines suggest makes dramatic day-to-day news?
- What would our elections be like without the media? What role must the media play in the democratic process?

[If your group will be meeting again, you may want to ask members to do a similar exercise by tracking headlines in particular publications on a specific issue.]

ANALYSIS MODULE

B2

Photo Opportunities: PR or Politics?

Objectives:

While completing this learning module, participants will:

- Analyze a news photo.
- Identify telltale signs of photo opportunities.
- Design their own photo opportunity.

Leader Preparation:

- Read "Not A Bang But A Whimper" by Wally Bowen (*Rethinking Democracy*, p. 17), and "Making Politics Work: Journalists and the Public Share Responsibility" by Jay Rosen (*Rethinking Democracy*, p.12).
- Clip a collection of photographs from newspapers and news magazines that look like photo opportunities (a carefully planned "news" photo that maximizes the public relations value of the photograph. You can usually identify them by their artistic and symbolic perfectness: the President flanked by proud Marine recruits/the sun is setting/the American flag ripples in the wind. Compare it with the imperfectness of typical home snapshots.) Make copies of your photo opportunities for each participant.
- Make copies of Handout #3: *Photo Opportunities*.

Materials Needed:

- Handout #3: *Photo Opportunities*.
- Sufficient copies of photo opportunity examples.
- A Polaroid camera or a piece of cardboard with a 3/4" x 1/4" rectangle cut from the middle (one for each group).
- A blackboard or large tablet. Chalk or colored marker.

Required Time: 45 minutes

Module B2

Pass out Handout #3:

Distribute a copy of Handout #3: *Photo Opportunities: PR or Politics* to each participant. Give participants several minutes to review it. After they have looked at the handout, ask participants to define a photo opportunity.

Pass out samples:

Then distribute your photo opportunity samples. Have individuals identify what characteristics of the photo and/or caption suggest that the photo was carefully planned. Make a list of characteristics and write them on the board or tablet.

Set up photo opportunity:

Working with either a Polaroid camera or a square of cardboard with a 3/4" x 1/4" rectangle cut out of it, break up into groups of 3-4 and have each group set up their own photo opportunity. Present the following hypothetical situation to the groups: A candidate has come to visit your church, school or work place. Plan their photo opportunity.

Points to consider:

Make sure the group considers:

1) Background: What setting would provide the optimal photo opportunity? Can the group provide crowds, props, signs, attractive colors, etc.?

2) Using the viewfinder or the camera, establish what will be inside and outside of the frame.
3) What kind of gesture and body language makes the best impression?

Reassemble group: Reassemble the groups and ask a spokesperson for each group to identify what they noticed about setting up photo opportunities.
When all the groups have spoken, ask if anyone has additional comments.

[If your group will be meeting again, you may want to expand the exercise by having members continue to collect photographs from newspapers and news magazines that reflect "photo opportunistic" preparation.]

ANALYSIS MODULE

B3

Selling Issues

Objectives:
While completing this learning module, participants will:
- Analyze a political spot.
- Identify typical strategies in political advertising.

Leader Preparation:
- Read "The Paradox of Political Ads" by Kathleen Jamieson (*Rethinking Democracy*, p. 15).
- Make sufficient copies of Handout #4: *Political Spots: Friend or Foe?*

Materials Needed:
- A blackboard or large tablet. Chalk or colored marker.
- Handout #4: *Political Spots: Friend or Foe?*

Required Time: 20-30 minutes

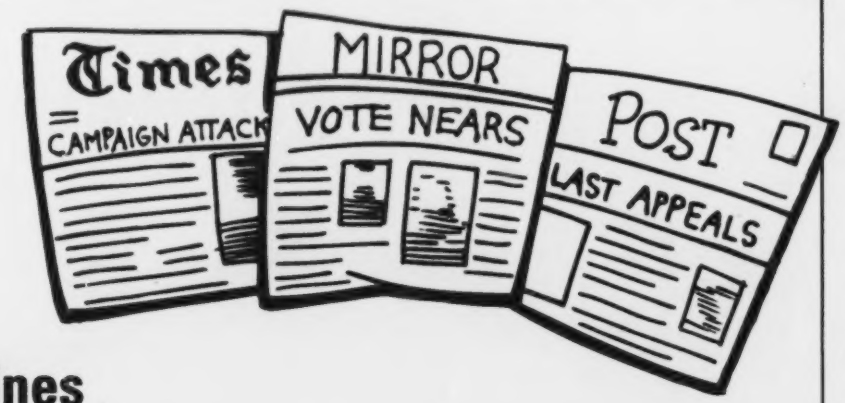
Module B3

Pass out Handout #4: Distribute Handout #4: *Political Spots: Friend or Foe?* to all participants. Give participants several minutes to read both scripts. [Around election time, workshop leaders may wish to use materials pertaining to current campaigns. Many major U.S. dailies carry text, a description of imagery, and analyses of political spots.]

Discussion questions:
- Often ads communicate ideas without actually saying them. What unspoken messages are conveyed in these ads?
- How do these ads create their emotional power? Can you think of other ads that have evoked a powerful emotional response from the public?
- Is "the truth" being distorted by the ads? How so? Can you think of ads in which you felt the truth was being distorted?

Develop pro/con lists: Many people argue that political ads—especially TV spots for political candidates—should be banned completely, others urge other restrictions in their use. Discussion can help explore the nuances of these proposals. Develop two lists on the board or tablet, pro and con. Take a straw poll to determine who supports a total ban. Ask participants from each side to make their case. Are there measures short of a ban that all participants might support? A high school class might want to turn the discussion into a formal debate.

#2 SHOPPING HEADLINES



Shopping Headlines

Twice as many people read newspaper headlines as actually read newspaper stories. The front-page headlines below were taken from The New York Times *two weeks prior to the 1992 New York State Presidential Primary.*

	Issue Oriented	Horse Race
March 23, 1992: **Brown, in New York, Assails Clinton With a New Ferocity**	❑	❑
March 25, 1992: **Democrats Rebuff Clinton in the Connecticut Primary as Brown Wins a Close Vote**	❑	❑
March 26, 1992: **Fairness and a Flat Tax: Chastened Clinton and Brash Brown Court New Yorkers**	❑	❑
New York Battle Gains in Intensity as Brown Surges	❑	❑
March 27, 1992: **Campaign Attacks by Brown Assailed by His Party Chief**	❑	❑
Clinton Had Role in Deleting His Office from Ethics Law	❑	❑
March 28, 1992 (photo caption): **Brown Lashes Out at Democratic Chairman**	❑	❑
March 29, 1992: **Could Baker's Grip on Tiller Right Bush Campaign Drift?**	❑	❑

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	Issue Oriented	Horse Race
March 30, 1992: **Clinton Tells of Marijuana Use in '60s**	❑	❑
Brown Firm on What He Believes, But What He Believes Can Change	❑	❑
March 31, 1992: **Clinton Remakes Home State in Own Image**	❑	❑
April 1, 1992: **Clinton Dogged By Voter Doubt, Poll of U.S. Says**	❑	❑
April 2, 1992: **As The New York Vote Nears**	❑	❑
April 3, 1992 (photo caption): **Clinton Takes His Campaign To Wall Street**	❑	❑
April 4, 1992: **Clinton Strategy Changes, Putting Brown on Defense**	❑	❑
April 5, 1992: **Despite Appeals to Intellect, Brown Touches the Emotions**	❑	❑
Bruised Clinton Tries to Regain New York Poise	❑	❑
April 6, 1992: **Brown Spreads Message That the People Must Retake the Nation**	❑	❑
Clinton Faces Questions About His Past and Spars With Rival	❑	❑
April 7, 1992: **Clinton and Brown Make Last Appeals For New York Vote**	❑	❑

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#3 PHOTO OPPORTUNITIES

Photo Opportunities: PR or Politics?

Roger Ailes, media advisor to Presidents Reagan and Bush, once told a reporter, "You get up every morning and try to figure out how to humiliate my client. I get up every morning and try to figure out how to make him look good. I sleep better."

—As quoted by Jay Rosen in Rethinking Democracy, *p. 10*

The White House Shuffle, or How to Set Up a Photo Op

1 As President Bush pointed out what he thought were the markers for their photo opportunity positions, 2 Prime Minister Noboru Takeshita of Japan showed how he saw it. 3 As the Prime Minister scrunched his feet, 4 the President found his spot 5 and the moment was duly recorded. Page A5.

Caption: *These five photographs illustrate the preliminary steps involved in producing the perfect handshake between President Bush and Japan's Prime Minister Noboru Takeshita.*

Jose R. Lopez. Copyright © 1989 by The New York Times Company. Reprinted with permission.

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#4 POLITICAL SPOTS

Political Spots: Friend Or Foe?

Spot #1
Mayor Koch

Narrator: Mayor Koch, the Mayor of New York, made a statement about New York City's bathhouses being closed down because of AIDS. He said, "This is a matter that involves a lot of money to these people, they are selling death. Places where death can be distributed. We don't want that to go on." But I wonder, Mayor Koch, did you ever stop to think that you can make the same statement about cigarette companies?

Mayor: They are selling death.
Narrator: So why does the city allow cigarettes to be advertised on city bus shelters?
Mayor: They are selling death.
Narrator: Why does the city allow cigarettes to be sold on public property?
Mayor: They are selling death.
Narrator: Why does the city allow cigarettes to be advertised in the city radio stations' guide?
Mayor: They are selling death.
Narrator: And why does the city allow cigarettes to be advertised on subway trains, buses, and city-licensed taxi cabs?
Mayor: They are selling death.
Narrator: Mayor Koch, cigarette companies are selling death.
Mayor: We don't want that to go on.
Narrator: Like you, we don't want that to go on.

Paid for by DOC representing thousands of physicians who really do care.

Spot #2
Brushing Your Teeth

(cute baby sounds, and under)

Narrator: Something happened this morning. While you were showering and brushing your teeth—something terrible happened. Something that could have been prevented. (baby sounds abruptly out)

A baby died.

Every 14 minutes—the time it takes most of us to shower and brush our teeth—a baby dies in the United States from lack of proper health care.

An infant mortality rate higher than Singapore or Spain.

This election year, the babies of America can't vote. But you can. You can vote for someone who will guarantee basic health care for children and pregnant women. (baby sounds under)

You can let the politicians know that in the United States of America, a beautiful, bouncing baby . . . has a right to live. And that we must leave no child behind.

Brought to you as a public service by the Children's Defense Fund and this station.

Mayor Koch and *Brushing Your Teeth* were written by media consultant Tony Schwartz. Reprinted with permission.

REFLECTION MODULE

C1

Re-Imagining Democratic Media

Objectives:

While completing this learning module, participants will:
- Develop a list critical of the media.
- Design programs that would provide more constructive media coverage.

Leader Preparation:

- Read "Brave New World: Rediscovering Democratic Media" by Frances Moore Lappé and Paul Martin Du Bois (*Rethinking Democracy*, p. 8), and "Televised Democracy: How Other Countries Do It" by Howard Frederick (*Rethinking Democracy*, p. 19).
- List of alternative organizations (*Rethinking Democracy*, p. 24).
- Make sufficient copies of Handout #5: *Re-imagining Democratic Media.*

Materials Needed:

- A blackboard or large tablet.
- Handout #5: *Re-imagining Democratic Media.*
- Paper and pens for each Task Force.

Required Time: 30 minutes

Module C1

Develop "media gripes" list:

Ask the group to develop a "media gripes" list. Brainstorm a list of what's wrong with media coverage of public affairs asking all participants to offer suggestions.

Task forces and pass out Handout #5:

Now suggest that the group imagine media programs that could solve some of these limitations. Break the group into Task Forces of 3-4 people and give each group one copy of Handout #5: *Re-imagining Democratic Media.* Each task force should choose a medium: TV, radio, news magazines/papers, billboards, direct mail. Be sure to consider new media like 800 numbers, computer networks and Fax machines. Design a campaign strategy that will provide valuable information as well as an opportunity for the public to debate the issue.

Offer examples:

You might offer the group the following examples:
Example One: Prior to an election, send a direct mail piece to every registered voter that includes candidates' positions on key issues. Voters could call an 800 number and ask questions about the policy statements.

Example Two: Establish a neighborhood salon in a church, library, community center, or simply among friends. Political issues of concern to members are discussed at each meeting. Members bring in press clips and other notes regarding the issue to be discussed.

Describe programs:

When the Task Forces have completed their work, ask a representative from each group to describe their programs. Ask other group members if they have any comments or suggestions about any of the proposals.

Conclude the exercise by asking participants which proposals they think are strongest and how they might bring those ideas to fruition.

REFLECTION MODULE

C2

The Front Lines

Objectives:

While completing this learning module, participants will:
- Contrast various media.
- Determine which media are most effective in reaching a particular target audience.
- Understand the difference between paid and unpaid media outlets.
- Develop a media campaign for a public interest group.

Leader Preparation:

- Make sufficient copies of Handout #6: *Designing A Media Campaign.*
- Read "Brave New World: Rediscovering Democratic Media" by Frances Moore Lappé and Paul Martin Du Bois (*Rethinking Democracy*, p. 8).
- List of alternative organizations (*Rethinking Democracy*, p. 24).

Materials Needed:

- Copies of Handout #6: *Designing A Media Campaign.*
- Paper and pens for all participants.
- A blackboard or large tablet. Colored marker or chalk.

Required Time: 50-60 minutes

Module C2

Create table on board:

On a blackboard or large tablet list six headings across: TV news, TV talk shows, TV ads, TV public service announcements (PSAs), radio talk shows, newspapers. In a column in the left margin, write the words, "Audience," "Cost," and "Character."

Characterize each medium:

Ask the group to characterize each medium by:
1) The type of audience it reaches (who watches/listens/reads),
2) Costs associated with production and/or buying time,
3) The character of the public forum. (Is it a shouting match or a quiet, one-on-one interview? How much time do speakers have to express their viewpoint? Are speakers challenged?)

Don't forget to distinguish between media where time or access must be purchased (newspaper ads or radio and television commercials), called *paid media buys*, and access through news coverage or other means that do not require payment but may require expertise, planning and effort (non-paid media). Also ask the group to contrast the value and credibility of paid advertising vs. news and/or talk show coverage.

Divide into teams:

Divide the group into teams of 3-4 people. Ask each team to decide on a public issue they want to focus on. Pass out Handout #6: *Designing a Media Campaign*. Each team will develop a preliminary media campaign for an issue of their choice.

Each group should recommend one paid media buy. Listen to each participant's suggestions before beginning to debate which strategy will work best for the group.

Outline campaign plans:

After participants have designed their media plan, reassemble the large group and have a spokesperson for each group outline their issue, their target audience and their media plans. Ask for additional comments and suggestions from participants.

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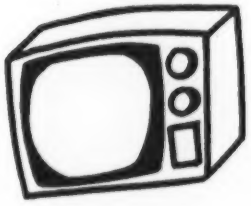
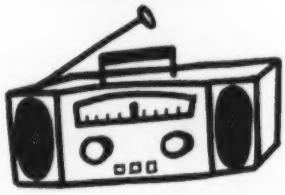
#5 RE-IMAGINING DEMOCRATIC MEDIA

Re-imagining Democratic Media

I. Choose one of the following:





II. Discuss the following questions to focus your strategy

1. Goal you hope to accomplish:

2. Audience you want to reach:

3. Action you want the audience to initiate (if any):

4. Evaluation: How will you measure success?

III. Summarize your strategy in one or two sentences:

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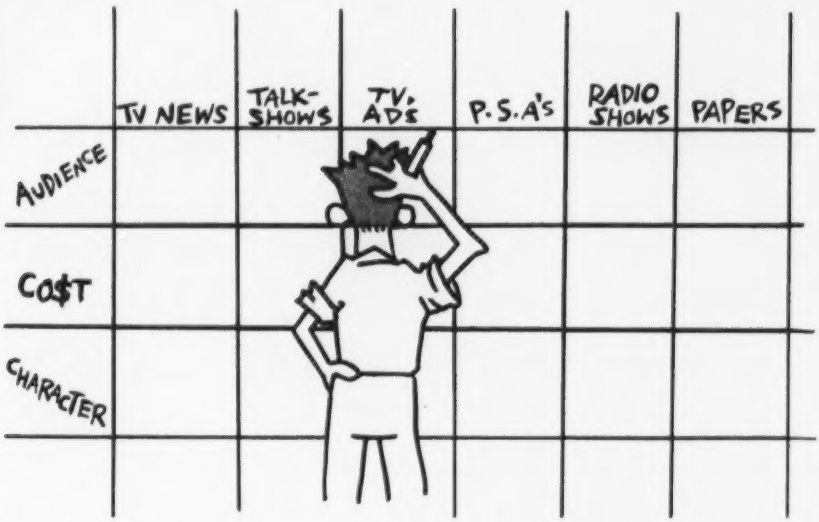
#6 DESIGNING A MEDIA CAMPAIGN



Designing a Media Campaign

Congratulations, you've been appointed media director for the _____ Campaign. It's time to develop your first strategic media campaign. You have a small budget which will allow you to place one paid TV, radio or newspaper spot. Using the chart on the blackboard or tablet, consider your options.

Before making any plans, identify your target audience. What groups are most likely to care about your issue? Who has decision-making power over your issue? Which medium/media will most effectively reach them?

Target Audience:_____

Each group should recommend one paid media buy. Listen to each participant's suggestions before beginning to debate which strategy will work best for your group.

Paid Media Buys:

Media:_____

Type of Station:_____

If radio/TV, which day/part:_____

[*Optional*: If time allows you may ask the group to consider "unpaid" media—time or access you don't pay for directly.] Now that you've placed your *paid* media, think about *unpaid* media (press releases, faxes, op-ed pieces, press conferences, media events, etc.) What strategies will help you reach your target audience?

Unpaid Media Plans:

_____

_____

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ACTION MODULE

D1

Talking Back

Objectives:

While completing this learning module, participants will:
- Learn tips about how to be effective on radio call-in shows.
- Practice calling a radio talk show.

Leader Preparation:

- Read "Making Your Voice Heard: How Talk Radio Can Work for You" by Barbara Osborn (*Rethinking Democracy*, pp. 21-22).
- Make copies of "Making Your Voice Heard," the *Reflection Resource* from *Rethinking Democracy* for all participants.
- Make copies of Handout #7: *Opening Lines* and cut into thirds in order to make "cue cards" for all participants.

Materials Needed:

- Copies of "Making Your Voice Heard" and Handout #7: *Opening Lines*.
- Blackboard or large tablet. Colored markers or chalk.
- Paper and pens for all participants.

Required Time:

30 minutes

Module D1

List radio talk shows:

Make a list on the board or tablet of all the radio talk shows participants are familiar with. (If some group members are unfamiliar with particular shows, ask participants to describe them.)

Pass out Reflection Resource:

Distribute "Making Your Voice Heard." Going around the room, ask individual participants to read the tips aloud. Ask for questions.

Pass out Handout #7:

Break into groups of three and distribute one set of Handout #7: *Opening Lines* to each group. Each group will strategize and pretend to call a radio talk show. You may wish to suggest a single topical theme that each talk show should be discussing, or allow each group to decide what issue they want to discuss. Make sure the groups choose an issue they are familiar with.

Role play:

Each group participant will take turns being the Caller, the Screener, and the Host.

Give Callers a few minutes to prepare what they want to say and jot down some notes. If Callers get bogged down on their first try, let them do it again.

Repeat exercise: Repeat the exercise three times, each time swapping roles. (You may want to demonstrate a sample call enlisting participants from the group before beginning the exercise. Role playing will be easier if you have a few real telephones available for participants to use as props. You may also want to consider bringing in tape recorders so they can record and review their conversations.)

Debrief participants: After trying this exercise several times debrief it with participants. What have they learned? What talk shows would they like to call? Would some members of the group like to call a talk show on their own before the group meets again and report on their experience?

ACTION MODULE

D2

Telling Your Story

Objectives: While completing this learning module, participants will:
- Learn the hallmarks of a good "story."
- Learn to develop marketable "stories" to the news media.

Leader Preparation:
- Review Handout #8: *Story Savvy.*
- Find two short newspaper articles that illustrate the basic story hallmarks outlined in the handout. Make copies of the articles for all participants.

Materials Needed:
- Sufficient copies of Handout #8: *Story Savvy.*
- Sufficient copies of the newspaper articles.
- A blackboard or large tablet. Colored marker or chalk.

Required Time: 30-40 minutes

Module D2

Pass out Handout #8: Distribute Handout #8: *Story Savvy.* Review basic story elements with participants. Then distribute copies of the first newspaper article. Give participants several minutes to read it and identify the basic story elements in the story. Repeat the exercise with the second article.

Break into pairs: Break the group into pairs and ask them to select:
1) a local organization that is doing valuable work and deserves more publicity
2) a local problem that deserves more news coverage

Develop story idea: Each pair should develop a story idea for each of the subjects. Give participants 10-15 minutes to develop their ideas. Encourage them to look for ways to make the story personal, local and topical.

Write headings on board: When participants have finished working, write the subject headings on the board. Ask a representative from each group to identify their approach to the subject. Make a list under each heading. Ask group participants if, after hearing all the ideas, they have additional suggestions for making each idea a "story."

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ACTION MODULE

D3

Alternative Media: Show and Tell

Objectives:

While completing this learning module, participants will:
- Identify alternative media sources.
- Describe the benefits of alternative media.
- Develop strategies for supporting and getting involved with alternative media.

Leader Preparation:

- Read "Brave New World: Rediscovering Democratic Media" by Frances Moore Lappé and Paul Martin Du Bois (*Rethinking Democracy*, p. 8).
- Refer to *Other Views: Organizational Alternatives*, (*Rethinking Democracy*, p. 24).
- Collect alternative news sources: publications (from a newsstand or library), National Public Radio programs, cable shows, a printout from a computer network, etc. Bring them to the session.
  [If your group has met previously, you may wish to ask participants to bring their own alternative media to present to the group.]

Materials Needed:

- Alternative news sources.
- A tape recorder or VCR and monitor if you are using video or audiotape.
- Paper and pens for all participants.
- A blackboard or large tablet.
- Chalk or colored markers.

Required Time:

50-60 minutes

Module D3

Present alternative media:

Present your (or your participants') collection of alternative media. Introduce each media source and share your impressions of it with the group. Let people know what kind of issues each source covers and where you found it. Pass material around the room. If you brought a radio or TV broadcast, play a short segment.

Describe alternative media:

Having presented your collection of alternative media, ask participants what they think "alternative media" is and what it is an alternative to.

List alternative media: Then ask participants to make a list of all the alternative media they can think of. Have them place a check next to the ones they use. Pool participant ideas in a list on the board or tablet. Ask participants why they read or watch each alternative media source they checked.

List ways to use alternative media: Now ask the group to think about why they *do not* use the alternative media they didn't check. Have each participant write down on a piece of paper ways in which they might use alternative media they *do not* currently use, or how they could increase their involvement with alternative media they already use (for example, as subscribers, writers, photographers, producers, etc.).

ACTION MODULE

D4

Critical Media Skills

Objectives:
While completing this learning module, participants will:
- Make a list of the most important things they learned during the workshop.
- Develop a plan to bring their knowledge to other community organizations.

Leader Preparation:
- Prepare your own Media Literate Checklist (see below).

Materials Needed:
- A blackboard or large tablet.
- Chalk or colored markers.
- Paper and pens for each participant.

Required Time: 20 minutes

Module D4

List things learned: Ask participants to take a few minutes to list the most important things they learned in the various sessions.

Media literate checklist: Break into small groups of 3-4. Have each group pool their personal reflections into a Media Literate Checklist. Make sure each list contains ideas about the two concepts of media literacy:

1) analysis of the media
2)how to utilize various kinds of media

Post final checklist: When the small groups are finished, compile each group's list into a final Media Literacy Checklist. Add to the list any ideas that you developed in your own personal checklist. Type it up and post it in schools, at work, in community centers. Send it to the press as an example of what your workshop produced.

#7 OPENING LINES

Opening Lines

The Screener:

"Hello, you've reached *Free For All* talk radio with Joe/Jane Host."

(Screeners, be sure to find out what the Caller's name is, where the Caller is from and what they want to say on the air. Jot down questions you would ask to see how the calls would add to the show.)

The Caller:

"Hi, I'm____and I'd like to talk to Joe/Jane about____."

(Think about your goals and the ideas you would like to express. Ask yourself how they fit with the host's and screener's goals?)

The Host:

"We're talking to____from____. What do think about this issue?"

(The Host should feel free to challenge and follow up on statements made by The Caller. Jot down ideas for questions you would ask callers about the subject on the air.)

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#8 GOOD STORY SAVVY

Good Story Savvy

Often citizens approach the press with an idea for a story without knowing what the press looks for in a "good story." What is a good story? A good story has one or more of the characteristics listed in the box on the right.

When defining a story, resist the temptation to talk in generalities. Go from *big* ideas like the environment and health care to *specific local* ideas like a proposed toxic waste dump in your town, a neighbor who's been financially devastated by an illness. If you think an issue or group is important, there's a way to tell it as a news story. *Be imaginative and don't give up.*

Once you've got a story, call a reporter with the idea or write it yourself. Enlist reporters' help. If they don't seem interested in the idea, ask them how you might present it that would make it of interest.

People outside the media often think of this process as pandering to the public. In fact, this story-defining process insures that your story will *reach and affect* readers and viewers. They will tune in to your story.

Timely.
Look for a timely event to "hook" your story to. In addition, ask yourself, is this new? (If you're dealing with an ongoing story, your challenge is to give the story a new angle.)

Human Interest.
Are there individuals that have been affected by the story? Stories often hang issues on individual "case studies."

Conflict.
Is there a conflict in the story? Conflict makes for drama.

Audience.
Know the reporters' audience. Shape your story so that it will be of interest to their readers/viewers.

Where does it fit?
Where does this story belong? Is it a human interest profile or front-page news? Don't expect news producers to invent new formats to suit your story. Make your story fit their parameters. Look for stories similar in tone and length to what you'd like to see printed or on the air. Tailor your story idea accordingly.

SUPPLEMENTARY RESOURCES

Evaluation

In order to make future media education sessions more effective and responsive to your needs, please take a few minutes to fill out the following evaluation thoughtfully and with candor.

Beside each statement below, write the number that best reflects your evaluation of the session (5 is best, 1 is worst). For each item you rate 3, 2, or 1, please write a two or three word explanation next to the statement.

Strongly Disagree (worst) 1 ← 2 — 3 — 4 → **Strongly Agree (best)** 5

____ 1. From the beginning of today's session, I understood the purpose of the session.

____ 2. The structure and flow of today's session was logical and well-designed.

____ 3. Each activity was relevant to the topic.

____ 4. I gained useful knowledge that I can use immediately.

____ 5. I will watch, read, or listen to media differently because of today's session.

____ 6. The leader facilitated group interaction in a way that enhanced the group's learning.

____ 7. The leader thought my input was important.

____ 8. It was easy to interrupt and ask questions without disrupting the flow of the session.

____ 9. When the leader suggested discussion questions, I wanted to share my ideas.

____10. There was a balance of instruction and group sharing.

____11. Handouts were adequate and helpful.

____12. The leader adjusted/adapted the session to match the make-up of the group.

____13. My expectations for the session were met.

What is your overall opinion of today's session? (circle one)

Excellent Good Fair Mediocre Poor

31

Please answer the following questions briefly:

What was your favorite part of today's session?

What are you aware of now that you were not aware of before today's session?

What action do you see yourself taking as a result of today's session?

What could have been included that would have made today's session more relevant to you?

What did other participants think of today's session?

Additional comments:

This evaluation let me express my feelings about the session effectively (circle one):

Yes No (please explain why)

Circle other topics that you'd like to see dealt with similarly in future sessions with your group:

Sexism in the media
How to watch the news
Media and children
Write in your own:

Media and the Gulf War
Media and addiction
Media and the image culture

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Follow-up Sessions, Resources, Action Ideas

Citizenship in a Media Age

1. Use videos as resources for additional workshop sessions.

A number of videotapes offer excellent illustrations of the impact of the media on politics. The following videos make interesting departure points for a discussion of advertising and political elections. (If these videos are beyond your group's price range, see if a school or public library has them available or will purchase them for their collection.)

- Campaigns & Elections sells several videotapes of political commercials. *The Classics of Political TV Advertising I, II (The Best of 1986)* and *Prime Time Politics*. Individual tapes $75.00 each. The set of three costs $200. Twenty percent discount rates for schools and non-profits available. 1835 K Street, NW, Washington, DC 20006. (202)331-3222.

- The Political Commercial Archive at the University of Oklahoma makes compilations of political commercials available on a very limited basis to academics, politicians and members of the media. Academic research rates are $100/hr to compile spots and $60/per tape dubbing. The Political Commercial Archive, 610 Elm Avenue, Norman, OK 73019-0335. Phone (405)325-3114. Fax (405)325-7625.

- PBS Video also offers a number of very valuable tapes including:

  Bill Moyers' *A World of Ideas*. See in particular his interview with sociologist Robert Bellah and political theorist Sheldon Wolin.

  Bill Moyers' *The Public Mind* series. See in particular "The Truth About Lies" which explores the impact of lying on public confidence in political leaders.

  Frontline's "Betrayal of Democracy." Journalist Charles Greider's reflections on the impact of money and big business on the democratic political process.

  Call 1 (800)328-PBS1. Purchase fees $59-89. Sales to organizations and schools only. PBS Videos are also often available for rent at video stores.

2. Speak out.

Offer to speak at community events such as Rotary Club breakfasts or senior citizen luncheons and address the need for a new sense of politics.

3. Make the media more than a spectator sport. Get involved.

Local advocacy groups often don't know how to approach the media. Establish a Media Task Force for an organization you're involved with and help them generate media coverage of their activities.

You might begin by calling talk show producers and suggest that they invite an articulate spokesperson for the group on the show. For TV shows, practice with a video camera. Make your points clearly and simply. Practice taking questions.

Names and numbers of radio and TV talk show media contacts can be obtained from The Media Distribution Coop. Contact: Media Distribution Coop, 202 S. Henry Street, Apt. 2, Madison, WI 53703, (608)255-9244.

Hone your media skills. The most comprehensive and up-to-date of the how-to manuals is an excellent new series called *Strategic Communications for Non-Profits*. Each book covers critical topics such as media advocacy, electronic networking, and media production and distribution. The nine-book series is available for $50/set. The volumes are also available individually. The Benton Foundation, 1710 Rhode Island Avenue, NW, 4th floor, Washington DC 20036, (202)857-7829 or Fax (202)857-7841.

4. Start a media bulletin board.

If your group meets regularly in a school, church, community center or library, establish a Media Bulletin Board in your meeting room or a well-traveled hallway. Materials generated during the workshops can be displayed as well as magazine and newspaper articles, announcements, cartoons and other items of interest that participants find. A Media Bulletin Board provides an on-going forum for your group to exchange ideas beyond the workshops. It can also generate interest in media literacy issues and raise awareness among people who have not been able to attend.

5. Make a commitment to staying informed. Explore alternative news sources.

Alternative news sources offer different perspectives on domestic and foreign policy issues and can help you get the information you need to know what's really going on.

Contact the organizations listed on p. 24 of *Rethinking Democracy: Citizenship in a Media Age*. Each of these organizations publishes useful alternative media. In addition, workshop participants will find many publications at their newsstand and library. Readers interested in progressive politics will find *Mother Jones*, *In These Times* and *The Nation* of interest. For commentary, try *Tikkun*, a Jewish critique of politics, culture, and society, *New Perspectives Quarterly* or *Zeta* magazine. Conservatives will find *Conservative Digest* of interest, while environmentalists will enjoy *Earth Island Journal* and *Whole Earth Review*. Consider trade union papers, feminist or ethnic journals or publications from other countries. If there are specific publications you want that are not available, ask your library or newsstand to carry them.

Another good way to get access to alternative publications is to start an alternative news co-op in your school, women's or men's group, church or synagogue, senior citizen group or even just among a handful of friends. Make a list of news periodicals or opinion journals each member of the co-op already subscribes to. Create a common place or time to put them out for others to share. Consider new periodicals that one or another member could add to the collection. (Great idea for holiday or birthday gifts!) Strive for a variety of viewpoints and alternative publications that provide news and opinion not found in mainstream media.

Use the alternative media to back up your assertions in letters and phone calls.

BEST COPY AVAILABLE

6. Promote Media Literacy in your school, church, or workplace.

Lessening the power of media images is a key part to enlarging public discourse. The Center for Media and Values has produced several other media literacy workshop kits that develop ideas related to *Citizenship in a Media Age*.

News for the '90s contains three sessions on how to analyze the news and its power to shape our opinions and attitudes. $17.95

Images of Conflict: Learning From Media Coverage of the Gulf War provides activities for two sessions that explore the limits and impact of wartime coverage. $19.95. With videotape $34.95.

7. Create new places for public discussion.

One simple way to get started is to establish a salon. Gather friends or coworkers together on a regular basis for discussion of political issues. Or join *Utne Reader's* Neighborhood Salon Association. Membership is $12/year. Participants get a list of potential salon members in their area as well as a quarterly newsletter and a copy of *The Salon-Keeper's Companion*, a guide to starting and sustaining a salon. *The Utne Reader*, 1624 Harmon Place, Suite 330, Minneapolis, MN 55403, (612)338-5040.

Or if you're computer literate, join an electronic network like PeaceNet. Designed for use by non-profit groups, PeaceNet provides access to E-mail and 1,000 information conferences dealing with human rights and the environment. In addition, PeaceNet is connected to 60 additional networks. Other computer networks of interest include HandsNet, which deals with social services and housing issues and The Well, a network used by many progressive cultural and political groups.

PeaceNet linkage is available for a relatively modest $15 initial signup fee plus $10 per month and usage costs. The three networks may be reached by calling (415)442-0220 for PeaceNet, (408)257-4500, HandsNet, and (415)332-4335 for The Well.

8. Establish a monitoring group.

One effective way to stay media literate is to set up a monitoring group. Data gathered through monitoring groups can also be powerful ammunition when approaching editors and producers with requests for change. You might begin by tracking news coverage of a local election. *Be sure to publicize your findings.* Fairness and Accuracy in Reporting (F.A.I.R.), conducts similar national surveys and can be a resource for information on effective monitoring. F.A.I.R., 130 West 25th Street, New York, NY 10001, (212)633-6700.

9. Publicize the results of your workshop sessions.

Let others in the community know what you're learning! Let other groups know about *Citizenship in a Media Age* and how they can hold workshops for their members.

Ask writers in your group to contact local newspaper and magazine editors to see if they are interested in summary articles of tips and ideas that the group developed. If your group produced a Media Literate Checklist, send that along. Submit these articles to community organizations for their newsletters. Prepare short items for workplace, church or synagogue bulletins.

Invite your local newspaper or television station to send a reporter to interview participants and do a story on the workshop. Emphasize the positive nature of the workshop and specific actions that resulted. Don't be shy. Call news editors and reporters several times if need be. Try to reach busy reporters first thing in the morning and keep an eye out for reporters you think might be interested in media literacy issues.

CENTER FOR MEDIA AND VALUES

Other Media Literacy Workshop Kits™ Available

- ***Break the Lies that Bind*** is a six-session workshop kit exploring how advertising and media teach us to be males and females, and influence our perceptions of beauty and body image. Especially good for teens and their parents. $21.95.

- ***News for the '90s*** contains three sessions on how to analyze the news and the power of images to shape our opinions and attitudes. $17.95.

- ***Parenting in a TV Age*** contains four sessions to help parent groups explore issues of children and television. Includes five important ideas to teach kids about TV. $21.95.

- ***Images of Conflict*** provides dozens of activities and resources to process what we can learn from media coverage of the Persian Gulf War. Includes 12-minute video essay: *Lines in the Sand*. $34.95.

- ***Selling Addiction*** provides two sessions to uncover the myths behind cigarette and alcohol ads, and specifically how advertisers target children and teens, especially females and minorities. Includes 18-minute video with three discussion starter segments analyzing typical commercials and advertising techniques. $39.95.

- ***Living in the Image Culture*** is a comprehensive "primer" to explore how mass media influences our ideas, our values and our use of time and money. Leader's guide includes 15 interactive learning modules plus a series of 10 illustrated handout masters. $24.95.

Order all of the above from the Center for Media and Values, 1962 S. Shenandoah, Los Angeles, CA 90034. Or call (310)559-2944 for Visa and MasterCard orders over $10. Annual membership in the Center ($30/personal; $95/organizational) entitles you to a 10% discount on all Center resources.

CITIZENSHIP IN A MEDIA AGE

Building the Common Good
A Media Literacy Workshop Kit™

- A ready-to-use resource to revitalize the democratic process.
- Stimulating, relevant and easy-to-use materials with 12 interactive learning modules and 8 illustrated handout masters.
- Ideal for adult and youth education, discussion groups and community programs, voter education and civics classes.

WHY SHOULD YOU CONSIDER THIS WORKSHOP KIT?

What does it mean to be a citizen in today's media age? How do we seek and evaluate the information needed for knowledgeable decision-making? Where do we find a forum to discuss the issues we feel are important?

Citizenship in a Media Age is packed with ideas and activities to help groups of all ages acquire and evaluate the media information they need to be effective citizens. Hands-on exercises explore tools and techniques explaining:

- how to see through political advertising;
- how to analyze political stories;
- how polls limit as well as shape public opinion.

But the essence of democracy is getting your voice heard. Today talk shows, computer networks and 800 numbers are revitalizing political participation. ***Citizenship in a Media Age*** includes practical learning activities plus tips and techniques for accessing these new media to begin to work for the political changes you want.

WHAT'S IN THIS KIT?

1. A step-by-step leader's guide for 12 flexible learning modules with 8 accompanying illustrated handout masters. License to reprint included, along with an extensive follow-up section providing ideas, contact organizations and resources for further exploration
2. Special 24–page issue of *Media&Values* magazine, *Rethinking Democracy: Citizenship in the Media Age*, which contains backround articles and analysis.
3. *From Awareness to Action: Media Literacy for the '90s*, an 8–page booklet on the basics of media literacy.

WHO PREPARED THIS WORKSHOP KIT?

The Center for Media and Values is a nonprofit membership organization pioneering a *new way of pro-active thinking* about the influence and impact of mass media in our time.

Media Literacy Workshop Kits™ grew out of the widely-acclaimed *Media&Values* magazine. Other kits are also available and more are in development. We welcome your membership.

CENTER FOR MEDIA AND VALUES
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